College of
DIRECT SUPPORT
An Internet-based College for Direct Support Professionals

www.collegeofdirectsupport.com

21st Century Learning for
21st Century Careers

WELCOME TO THE COLLEGE OF DIRECT SUPPORT
21ST CENTURY LEARNING FOR 21ST CENTURY CAREERS

Thank you for your interest in the College of Direct Support (CDS). This booklet is meant to provide you with an overview of the design and purpose of the CDS. It will answer some of your questions about the CDS. If you have questions that are not answered in this booklet please call or e-mail us by using the contact information provided at the back cover of the brochure. You may also find answers to many of your questions by visiting our Web site also listed on the back cover.

As you know, the need for high quality, thorough, on-demand training for people in direct support roles is crucial to the well-being of the people they support. Many direct support professionals (DSPs) work odd hours. They also juggle daily lives that may include multiple jobs, raising children, going to school, and keeping up with other interests. With high turnover rates and growing demands for services, new professionals need to be trained everyday. The CDS was designed with these needs in mind.

The CDS provides carefully designed training in the areas that have been identified as most important in the work of DSPs. All the training is available over the Internet. This means it is accessible anytime and anywhere that multimedia and internet-ready computers are available. Learners participate in training at the times and places that are best for them. Whenever and wherever they participate, learners receive the same consistent high quality training

that has undergone rigorous review by nationally recognized content and training experts.

To meet the needs of adult learners in a distance education setting, the CDS content —

- Is learner-paced.
- Uses highly effective instructional methods such as multimedia, learner reflection, and interactions to present concepts.
- Includes related on-the-job skill assessments.
- Provides learner support such as a learner tutorial, an online glossary and links to additional resources.
- Can be tailored by system administrators to individually organize each learner's training plan.

- Can be annotated by the administrator to include content that reflects the employer's or state's perspectives on the material.
- Is flexible.

As a high quality instructional program, the CDS is based on a careful analysis of the knowledge, skills, and attitudes required of DSPs in their daily work. The CDS helps users understand and apply these important competencies and ethical practices through timely, innovative, engaging, and interesting training. In addition to being a training and information resource that is filled with rich, interactive, and important content, the CDS offers —

- *A learner management system.* This system lets administrators customize and assign content.

"Just as the concept of Normalization revolutionized the field of services and supports to people with cognitive, intellectual and developmental disabilities, the College of Direct Support is revolutionizing how Direct Support Professionals are trained, supported and assisted to grow. The College of Direct Support makes it possible in every part of the United States to receive leading edge training and opportunities for professional growth and development."

Steve Eidelman, Executive Director, The Arc of the United States

CDS CONTENT

It also allows administrators, supervisors, and learners to track completion of assigned content, tests, and skill demonstrations, and provide a placement record of all training completed.

- *A set of recruitment, retention and job satisfaction tools.* These tools are helpful in tracking important information that can be used to improve the recruitment retention and training of direct support professionals and identify and address human resources problems within the organization.

The next few pages in this booklet provide you with an overview of the current CDS courses and upcoming improvements and events related to the CDS. You can read about how courses are developed. You can find out which courses are in the planning and development phases. Information regarding the project staff and editorial and national advisory board members is included. In addition, there are answers to some of the most common questions that people have regarding the CDS.

We appreciate your interest in the CDS and hope you find this information helpful!

To create the best training possible for direct support professionals, course content in the CDS has been validated in a number of important ways —

- The courses are built on nationally validated competency sets and ethical guidelines including the Community Support Skill Standards and the National Alliance for Direct Support Professionals' Code of Ethics. This provides a solid base for building meaningful and portable credentials for learners who complete the courses and assessments.

- The CDS course development process starts with review of the best available resources including traditional training curricula, books, videos, and Web sites.

- Input is obtained early in the development of each course from people receiving supports, family members, direct support professionals, industry trainers, administrators, and others who understand the demands of direct support .

- The design priorities and focus of the overall curriculum is guided by a National Advisory Board (see listing on page 17).

- Each course is reviewed by a group of 4-6 content experts from the National Board of Editors, who serve as editors and advisors to all course development (see listing on pages 17 and 18).

CDS ASSESSMENTS

Because transfer of skills from the learning environment to the work environment is so important, there are a number of ways that assessment is integrated into the CDS courses. Each course includes the following ways of measuring competence of the learner as a result of the CDS training program —

- *Pre/Post Tests*: A short multiple choice and true/false test is given to each learner as they begin each lesson. A similar post-test is given at the end of each lesson. The computer records the pre- and post- test scores. Learners must achieve a minimal passing grade to earn credit for completion of the lesson.

- *On-the-Job Performance Checklist*: Each course has a performance-based checklist. This checklist is designed to ensure that the learner has transferred the knowledge, skills, and attitudes they have learned in the course to their real work environment. Supervisors or skill mentors review the checklists with learners and ensure that the individual demonstrates the required skills.

- *Portfolio*: Each course includes a portfolio assessment. This assessment identifies real work samples that can be gathered into a portfolio as evidence of demonstration of skills. A trainer, supervisor or educator then grades the portfolio.

USING THE CDS

The College of Direct Support provides a broad base of training opportunities for people who are new to direct support as well as people with more experience. The CDS is a living curriculum with built-in methods for ongoing improvement and enhancement. Course content is annually updated and new courses will be developed based on the most important needs of users. The CDS can be used in a variety of ways to create stimulating and effective learning opportunities for DSPs of all levels of experience. Some options include —

- *Individual Online Orientation*: Much of the orientation content that is required in the beginning of a person's employment is included in the CDS content. While organizations will still need to provide a welcome and orientation to their place of employment, much of the standard industry content can be offered through the CDS online format.

- *Group Learning and Discussion*: Some organizations may want to include follow up discussions and interactions as a component of the employee orientation or training. In this model, employees complete designated CDS courses/lessons by a specified time and meet to review and discuss the information that was presented.

- *In-Service/Continued Education*: Many of the CDS courses are introductory in nature and some are more advanced. CDS courses can be used to meet

in-service training and continuing education requirements on a wide variety of topics.

- *Review/Remedial Training:* The CDS courses offer an excellent means for employees who have difficulty learning in traditional classroom settings to take courses at their own pace and over a period of time so that they can more easily assimilate the content.

- *College Education*: Many colleges and universities are working to include the CDS curriculum into their coursework and credentialing programs. All CD learners will have access to college credit through the University of Minnesota.

OTHER FEATURES OF THE CDS INCLUDE –

- Certificates of completion that can be printed from the computer upon completion of the individual lessons and successful performance on the assessments.

- Continuing Education Units (CEUs) certificates available through the University of Minnesota.

- Availability of direct purchase of one or more courses for a shorter period of time without the learner management system or other tools through the "E-commerce" option.

- A permanent, portable record of all training successfully completed by each learner.

SAFETY AT HOME AND IN THE COMMUNITY

This course provides an overview of methods for preventing and responding to safety issues at home and in the community away from home. Lessons include information on safety while driving, creating safe home environments, and safe handling of blood borne pathogens (universal precautions and OSHA requirements). Information for preventing and responding to specific situations such as fires, natural disasters, acts of terrorism and other emergencies is covered. Throughout the lessons, the learner is asked to think about balancing safety concerns with personal choice and opportunity for people with disabilities by reflecting on ex-

amples that represent the types of challenges direct support professionals face today. Because safety risks have a lot to do with individual circumstances, the learner is asked to apply learning to the policies and procedures of the specific support setting in which they work, as well as to the unique needs of each person to whom they provide support. The following lessons are included in this course —

Lesson 1: Risks, Choice, and Common Sense

Lesson 2: Safety at Home

Lesson 3: Fire Safety

Lesson 4: Responding to Emergencies

Lesson 5: Safety for All Occasions

Lesson 6: Motor Vehicle Safety

Lesson 7: Universal Precautions and Infection Control

Lesson 8: Accident and Incident Reporting

MALTREATMENT OF VULNERABLE ADULTS AND CHILDREN

This course helps the learner understand what abuse, neglect and exploitation are; how to identify suspected cases of abuse, neglect, or exploitation; how to protect the person who may have been harmed from further exploitation; and how to effectively document these situations. This course teaches learners about specific reasons people with disabilities may be more vulnerable to abuse, neglect, or exploitation and what strategies they can use to proactively reduce peoples' vulnerabilities. Protection and advocacy, state ombudsman and other agencies that deal with abuse and neglect situations are described and explained to the learner. The following lessons are included in this course —

Lesson 1: Defining Abuse, Neglect, and Exploitation

Lesson 2: Preventing Abuse, Neglect, and Exploitation

Lesson 3: Reporting Abuse, Neglect, and Exploitation

Lesson 4: Documenting Abuse, Neglect, and Exploitation

Lesson 5: Following Up on Reports

SUPPORTING HEALTHY LIVES

This course provides an overview of information needed to understand what it takes to lead a healthy life and how to support people with disabilities in making good choices related to their health. It covers the importance of making healthy choices such as eating right and getting the right amount of exercise. It reviews health related issues across the life span and gives advice on working with health care providers. A lesson on recognizing the signs and symptoms of illness is included along with information on how to take care of someone who is ill. The following lessons are included in this course —

Lesson 1: Living a Healthy Life

Lesson 2: Health Through the Age Span

Lesson 3: Individual Health Needs

Lesson 4: Care of Common Health Care Conditions

Lesson 5: Recognizing Signs and Symptoms of Illness

Lesson 6: Working with a Health Care Provider

INDIVIDUAL RIGHTS AND CHOICE

In this course the learner gains knowledge of the rights of individuals with disabilities including a brief overview of relevant laws and their historical roots. It teaches how to balance the right to take risks with the right to be protected from harm, and provides valuable skills in facilitating choice- making by the individuals to whom DSPs provide sup-

port. It is recommended that the learner complete the course on Maltreatment of Vulnerable Adults and Children along with this course to better understand rights. While this course discusses many federal laws that concern the rights of individuals with disabilities, state and local communities also have laws that pertain to rights. Learners are encouraged to contact their state or local government representatives and their supervisor to find out about local laws. Agencies are encouraged to use the tailoring options of CDS to identify state and local laws and information that DSPs should know. The following lessons are included in this course —

Lesson 1: Overview of Rights

Lesson 2: Identifying Restrictions of Rights

Lesson 3: A Past of Barriers, a Future of Risks, Choices, and Solutions

Lesson 4: Your Role in Supporting Expression of Rights and Facilitating Choice

COMMUNITY INCLUSION

This course helps direct support professionals (DSPs) understand their roles in supporting the inclusion of people with developmental disabilities in the communities in which they live and work. This course provides an overview of inclusion and why it is important. The learner is given strategies for enhancing inclusion of individuals with developmental disabilities. The following lessons are included in this course —

Lesson 1: The DSP Role in Community Inclusion

Lesson 2: Matching Community Resources with Individual Interests

Lesson 3: Community Bridge Building and Networking

Lesson 4: Natural Supports

POSITIVE BEHAVIOR SUPPORT

This course is an introduction to methods of supporting people who engage in challenging behaviors. Strategies that are safe, non-punishing ("positive"), and effective in preventing and reducing problem behaviors are included. The learner is provided with definitions of challenging behavior and basic behavioral terms and principles. The learner will understand more about the history of treatment of people with developmental disabilities and why the

person-centered practices at the heart of positive behavior supports are being embraced. The course teaches learners about regulations in the use of behavioral interventions and provide practical information on how to effectively support people who present behavioral challenges. The following lessons are included in this course —

Lesson 1: Understanding Behavior

Lesson 2: Functions and Causes of Behavior

Lesson 3: Understanding Positive Approaches

Lesson 4: Preventing Challenging Behavior

Lesson 5: Responding to Challenging Behavior

Lesson 6: Behavior Support Plans

Lesson 7: Rules, Regulations, Policies, and Rights

DOCUMENTATION

This course provides the learner with a thorough understanding of why it is important to record specific activities or events; different types of documentation; ways to most effectively complete documentation; and the importance of maintaining confidentiality in documentation. Learners are given general guidelines for documentation and are urged to review the policies and procedures of their employers and states. Agencies and states are encouraged to take advantage of the easy-to-use tailoring features of CDS to present learners with specific information about their agency or state. The following lessons are included in this course —

Lesson 1: Purposes of Documentation

Lesson 2: Types of Documentation

Lesson 3: Effective Documentation

Lesson 4: Confidentiality in Documentation

YOU'VE GOT A FRIEND: SUPPORTING FAMILY CONNECTION, FRIENDS, LOVE AND THE PURSUIT OF HAPPINESS

This course explores the importance and meaning of human relationships in the lives of all people, including people of all ages with disabilities. In it the learner reflects on the benefits that healthy relationships bring to people's lives and why they are valuable. The learner identifies the common perceptions and prejudices about people with disabilities that create barriers to social relationships. The learner is taught the common challenges that DSPs face when supporting people in developing and maintaining relationships and specific strategies for overcoming these challenges. In addition, the learner explores family relationships and how to effectively support these special long-term relationships that are so important to people with developmental disabilities. The following lessons are included in this course —

Lesson 1: The Importance of Relationships

Lesson 2: Barriers, Challenges, and Opportunities for Friendships

Lesson 3: Strategies for Building and Maintaining Relationships

Lesson 4: Supporting Family Networks

DIRECT SUPPORT PROFESSIONALISM

This course introduces the learner to the importance and benefits of a professional orientation to the DSP role and to the history and status of the professionalism movement. The national movement to professionalize direct support is described. The reasons why professionalism is important;

progress that has been made in creating a profession; and how direct support professionals can become part of the professionalism movement will be included. An ethical code for direct support professionals is reviewed along with ways of applying these ethical guidelines into daily practice. The following lessons are included in this course —

Lesson 1: Becoming a Direct Support Professional

Lesson 2: Contemporary Best Practices

Lesson 3: Applying Ethics in Everyday Work

Lesson 4: Practicing Confidentiality

Lesson 5: Working with Your Strengths and Interests

INTRODUCTION TO DEVELOPMENTAL DISABILITIES

This course provides the learner with a background in the history, language, and basic concepts of services for persons with developmental disabilities. In this course the learner reviews and vocabulary that are important to the field of developmental disabilities. This information makes the learner more effective in communicating with others and in understanding the system in which developmental disabilities services are provided. The following lessons are included in this course —

Lesson 1: A Brief History of Developmental Disabilities

Lesson 2: The Language and Ideas of Best Practices

Lesson 3: Terminology and Classification in Developmental Disabilities

Lesson 4: The Causes of Developmental Disabilities

Lesson 5: Services for People with Developmental Disabilities

TEACHING PEOPLE WITH DEVELOPMENTAL DISABILITIES

This course is an overview of the important role that DSPs have in teaching people with developmental disabilities. It provides the learner with a basic understanding of teaching and learning: part of the direct support role. It helps the learner move beyond a "caregiving" role to one of being a true supporter and professional. This course helps the learner understand why it is important for all people to learn new things, what motivates a person to learn, what teaching strategies help people with developmental disabilities learn, and how teaching and learning can be effectively organized. The following lessons are included in this course —

Lesson 1: Understanding Teaching

Lesson 2: Preparing to Teach

Lesson 3: Teaching Strategies

Lesson 4: Organizing and Applying Teaching Strategies

COURSES CURRENTLY IN DEVELOPMENT

ADDITIONAL CDS COURSES TO BE DEVELOPED

- **Person-Centered Planning:** A course on the philosophies and strategies of person-centered planning and how to put person-centered plans into action.
- Cultural Competency: A course on how to work within a diverse workforce and community and to provide culturally responsive supports.
- **Civil Rights and Advocacy:** A course on the civil rights movement for people with disabilities and the implications for direct support professionals in daily practice.
- **Administration and Use of Medications:** A course on proper medication administration procedures and important information regarding the use of medications, including psychotropic medications.

The CDS provides a steadily growing set of courses and lessons to meet the complex demands of direct support work. As the CDS course list is expanded, CDS courses will continue to be based on the real needs of real workers in real settings. At the same time CDS will continue to meet the needs of others for high quality information about supporting people with developmental and other disabilities (e.g., parents and other family members, service coordinators, government agency staff). Much work has already been done to identify the important topics of future courses. As in the past, updates and new development will all be guided by the needs of those who purchase and use the CDS. The following are the projected future advanced courses in the CDS —

- Accommodation of Physical Disability
- First Aid
- Financial Support
- Self-Care and Personal Care
- Food Selection and Preparation
- Household and Domestic Skills
- Self-Determination and Citizenship
- Communication Supports
- Counseling Skills
- Individual Assessment Practices
- Functional Assessment
- Community Access
- Social Networks

- Support Teams and the DSP Role
- Teams and Team Building
- DSP Career Development
- Intimacy and Sexuality
- Securing and Sustaining Desired Positions
- Vocational Assessment and Exploration
- Self-Advocacy
- Crisis Intervention and Prevention
- The DSP Role in an Organization
- The Developmental Disabilities System and Its Key Components

WHAT THE CDS OFFERS YOU...

AS AN AGENCY ADMINISTRATOR

- Knowledge that training offered is built on knowledge, skills and attitudes that are validated to be important to effective direct support.

- Knowledge that you will have a permanent, agency-wide record of all training and assessment completed by your employees, which can be reviewed and printed at any time.

- Knowledge that you can seamlessly customize the instruction to include important information about your agency by adding important text and Web links right onto the screen of the current CDS curriculum.

AS A TRAINING MANAGER OR SUPERVISOR

- Freedom from scheduling and delivering repetitive core training, leaving you with more time to observe and instruct direct support professionals in real life situations.

- Flexibility to immediately customize training plans by assigning specific courses and lessons to individuals as called for by specific responsibilities or needs.

- Confidence that you have an arsenal of high quality, on-demand training to meet a variety of needs that consistently delivers the same content and quality, day or night, week in and week out.

- Access to a system that integrates training records, job satisfaction and other human resource materials to help you examine your successes and needs in maintaining a satisfied and stable workforce.

AS A DIRECT SUPPORT PROFESSIONAL

- Freedom to participate in interesting training options at times and places that are convenient to you and to pace your learning at a rate that is comfortable.

- Confidence that your training is built on established and validated skill sets that are the basis for an emerging profession.

- Knowledge that you are engaged in a serious post-secondary training program in which the content of the curriculum has undergone extensive review by the nation's leading experts on the topics you are studying, and that includes options for Continuing Education Units (CEUs) and other recognition of credentials.

AS A STATE OFFICIAL

- Knowledge that your entire direct support workforce has access to the same high quality training regardless of when or how often they work.

- Knowledge that the training received by DSPs is based on careful analysis of the knowledge, skills and attitudes needed by them to provide high quality support to people with

FREQUENTLY ASKED QUESTIONS ABOUT THE CDS

developmental disabilities.

- Opportunity to provide this important information to employees of state and county agencies, families, and others who would benefit.

- Knowledge that each direct support professional in your state will have a permanent, portable record of successful training and experience and that precious DSP resources will not be lost to repetitious and disrespectful training requirements when DSPs move from one community to another.

AS A PERSON RECEIVING SUPPORTS OR A FAMILY MEMBER WHO COORDINATES SUPPORT

- Options for requesting or providing specific training to specific direct support professionals as needed.

- Confidence that training provided is built on the principles of person-centeredness, respect, inclusion, and rights.

- Access to important information that helps you understand and navigate the support system and provides a common language for working with professionals.

WHERE DOES THE CDS CONTENT COME FROM?

The Research and Training Center on Community Living (RTC) at the University of Minnesota is the National Institute on Disability and Rehabilitation Research's designated national center on community integration of persons with developmental disabilities. The RTC has extensive experience working with community agencies to understand the needs and experiences of individuals with developmental disabilities analyze the essential training of direct support workers and in developing training programs prepare DSPs to meet the needs and support the experiences that are important to people with developmental disabilities. RTC serves as primary developer of the content and in-

structional design of the CDS.

WILL THIS REPLACE ALL OF THE TRAINING OUR AGENCY IS REQUIRED TO PROVIDE?

Because every situation is unique, no single curriculum can promise to replace all training in any organization. Even the best training content must be supplemented by on-the-job opportunities and be customized to meet individual needs of people receiving supports to be truly effective. The CDS offers a broad array of effective interactive learning that can be customized and modularized to meet unique needs. It can replace much of your classroom or independent training. It will allow reallocation of experienced trainers to on-site, on-the-job training. In addition, the CDS of-

> " The College of Direct Support will create not only a common knowledge base among all direct support professionals, but also a common culture. With all direct support professionals, support coordinators and supervisors exposed to the same set of values and approaches, we will be building a solid foundation for respectful and positive relationships and high quality supports and services. The culture of respect and quality will be reinforced and improved by each new professional that enters the field and participates in the curriculum."

Nancy Thaler, Deputy Secretary for Mental Retardation, Pennsylvania Department of Public Welfare

fers suggestions to both learner and supervisors in how to develop on-the-job learning and get the skills needed by each learner in each unique situation.

HOW CAN I ACCESS THE CDS WEB SITE AND WHEN CAN I REVIEW A DEMO?

For a free trial of CDS, go to *www.collegeofdirectsupport.com* and follow the instructions for first time users and you will be offered a course to review free of charge.

WHO WILL BE ABLE TO ACCESS THIS TRAINING?

Virtually anyone with a computer and access to the Internet can access the CDS. People interested in purchasing the CDS can do so as individuals, organizations, states or other partnering

entities. Individuals will have access to the content (only) through an "e-commerce" model which will give them time limited access for a set fee per course. Businesses, states and other partnering entities will be asked to enter into a contractual agreement with MC Strategies, Inc. and will have access to the content, learner management system and the human resource functions for the period of the contract.

WHAT EQUIPMENT AND SOFTWARE IS NECESSARY FOR THIS MEDIA-RICH, WEB-BASED TRAINING?

The minimum requirements include a PC computer with a 500 MHz processor, running Microsoft Windows 98® (second edition) or later with 128 MB RAM, a 56k

modem or high speed connection (a high speed connection such as DSL is HIGHLY recommended) with a color monitor capable of 800x600 resolution, an audio sound card with amplified speakers, a printer and Internet Explorer ® (preferred) or Netscape Navigator® version 4.0 or later. Macromedia Flash Player 6 ® plug-in. Window Eyes® screen reader is the recommended screen reader for Flash compatibility.

WHAT ABOUT STAFF WHO HAVE NEVER USED A COMPUTER – CAN THEY UTILIZE THIS TRAINING?

Yes! Prior to the first lesson, a tutorial program is provided to walk the learner through the basic keystrokes and mouse work needed

for successful navigation of the CDS. We have found that those who have never before used a computer are very eager and excited about learning this new skill.

WILL TRAINING AND SUPPORT BE AVAILABLE FROM ON HOW TO USE THE CDS?

Training and support is provided via telephone and/or online from MC Strategie's WebInservice® Help Desk during generally accepted business hours. Each customer is provided with a customer service representative whose sole job is to support customers in effectively using the CDS.
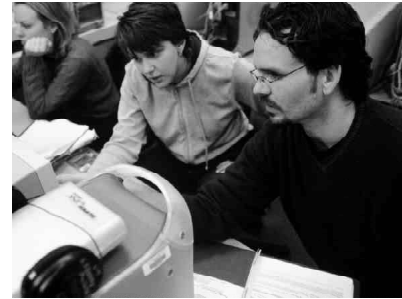
WHAT IS THE ROLE OF THE ADMINISTRATOR?

Each purchaser using the CDS appoints an administrator who will have the responsibility of overseeing and directing the use of the CDS within that organization. The administrator is the primary liaison between the purchaser and MC Strategies, Inc. and they will be provided ample training on how to use the CDS learner management system. The number of administrators needed by any organization depends on its size and geographic scope but many will only require one administrator.

HOW MUCH SUCCESFUL EXPERIENCE IS THERE IN DOING THIS?

MC Strategie's WebInservice® program has over 1,000,000 registered learners. There are 300,000 learners actively enrolled at any time.

AT WHAT READING LEVEL ARE THE COURSES IN THE CDS?

The CDS aims for a reading level of 6th to 8th grade level. There are many challenges in achieving this goal in an industry that has literally thousands of unique terms and in which base concepts are complex and deep. Much of the current content tests between the 8th and 10th grade reading level. It is important to recognize that although terms like

developmnetal disabilities, regulaions, and blood borne pathogens raise the reading level, they are essential learning and once learned do not present further challenges. It is also important to remember that the content in the CDS is presented and reinforced through visual, auditory, and interactive materials. In addition, learners pace the instruction at a speed that works for them. They can review materials as needed, follow suggestions for further learning, and check for understanding as they complete exercises. An online glossary is always available to learners and new terms are directly linked to the glossary for learners.

WHEN NEW COURSES AND UPDATES BECOME AVAILABLE DURING MY CONTRACT PERIOD, WILL I HAVE ACCESS TO THEM OR WILL I HAVE TO PURCHASE NEW CONTRACTS?

Annual and ongoing updates to current CDS courses will become immediately available to contract holders at no extra charge. This is one of the clear benefits of online training options. In addition, new courses that become available will also be accessible to contract holders at no extra charge. New contract and contract renewal fees may be higher than initial contracts as the course offerings are expanded. The CDS is committed to adding new course listings with minimal increase in overall costs.

"Given the budgetary constraints under which disability services agencies must operate today, Web-based training has emerged as a crucial element in any well-designed strategy for addressing the growing workforce crisis in the United States. Since it was launched, the College of Direct Support has demonstrated the extraordinary value of bringing online education to the doorsteps on tens of thousands of disability service organizations nationwide. Harnessing the tools of modern technology is the key to building a highly competent, stable direct support work force and the College of Direct Support has blazed the trail toward this promising future."

Robert Gettings, Executive Director, National Association of State Directors of Developmental Disabilities Services

HOW MUCH DOES IT COST?

The CDS is priced according the number of individuals served by the purchasing entity. Incentives are built into the pricing schedule to encourage organizations to collaborate and create joint purchasing entities. When states or large volumne cooperatives purchase CDS, it can be made available at a fraction of the cost to small organizations. To learn about the exact price for your organization please use the contact information provided in this prospectus and call or e-mail a CDS representative to discuss pricing.

FOR ADDITIONAL INFORMATION, CONTACT –

Bill Tapp
College of Direct Support
1400 East Fifth Avenue
Knoxville, TN 37917
bill@collegeofdirectsupport.com
tel: (865) 934-0221
fax (865) 524-5563
www.collegeofdirectsupport.com

HOW DOES YOUR CURRENT TRAINING PROGRAM COMPARE WITH THE CDS?

Is the Content Comprehensive, Current, and Values-driven?

Is it…

	CDS Training	Your Training
• Based on thorough analysis of the direct support role?	☑	☐
• Guided by reviews of the best resources from throughout the U.S.?	☑	☐
• Shaped by focus groups of key stakeholders?	☑	☐
• Reviewed and edited by nationally recognized topical experts?	☑	☐
• Updated annually and automatically?	☑	☐

Does it…

	CDS Training	Your Training
• Integrate respect, self-determination, person-centeredness, and inclusion in every lesson?	☑	☐
• Stress the importance and high responsibility of direct support professionals (DSPs) in every lesson?	☑	☐
• Relate each lesson to The Code of Ethics of the National Alliancefor Direct Support Professionals or other ethical codes?	☑	☐

Does the Curriculum Reflect the "Real World?"

Is it…

	CDS Training	Your Training
• Available 24 hours a day, 7 days a week, 365 days a year to fit the work schedule of all DSPs?	☑	☐
• Accessible in places that are convenient for DSPs?	☑	☐
• Full of stories and experiences from real work settings, experienced DSPs and people being supported?	☑	☐

Does the Training Reflect Principles of Adult Learning?

Does it…

	CDS Training	Your Training
• Provide multimedia, multi-modal instruction?	☑	☐
• Engage learners in interactive exercises?	☑	☐
• Provide integrated probes and tests of understanding?	☑	☐
• Allow instruction to move at each learner's own pace?	☑	☐
• Allow the learner to start and stop training as his or her schedule or situation allows time for instruction?	☑	☐
• Provide interested learners with additional ideas and resources for advanced learning?	☑	☐

Does the Program Recognize Learner Achievements?

Does it…

	CDS Training	Your Training
• Provide a permanent transportable record of training completed?	☑	☐
• Issue certificates that recognize and honor course completion?	☑	☐
• Provide CEU certificates from a recognized university (Minnesota) if desired/needed?	☑	☐
• Provide mechanisms for university course credit as part of training?	☑	☐

Does the Training Program Assist in Human Resources?

Does it…

	CDS Training	Your Training
• Automatically record important accomplishments such as beginning or completing lessons and assessments?	☑	☐
• Provide for surveying staff in areas like satisfaction or intent to stay?	☑	☐
• Allow analysis of stayers and leavers over time, computation of turnover and other personnel-related analyses?	☑	☐
• Allow for gathering and summarizing demographic, recruitment and other human resources information on workforce?	☑	☐
• Include on-the-job performance ratings with each individual's computerized training record?	☑	☐

Does the Training Program Provide Consistent High Quality in a Cost-Effective Way?

Does it…

	CDS Training	Your Training
• Provide training for not more than $2 per lesson (and as little as $0.25 per lesson in very large groups)?	☑	☐
• Prevent waste of paid training time by letting learners review only the information they need, when they need it, based on specific job-related needs?	☑	☐
• Provide dependable high quality instructional performance in every training session without fail?	☑	☐

Richard Oni
Progressive Individual
Resources (MN)

Jack Pearpoint
Marsha Forest Centre,
Toronto (ON)

Kathy Perkins
The Arc of N. Chesapeake
Region (MD)

Cliff Poetz
University of Minnesota

Rick Rader, M.D.
Morton Kent Habilitation
Center (TN)

Joe Reichle, Ph.D.
University of Minnesota

Lynn Reno
Irwin Siegel Agency (NY)

John Rose
Irwin Siegel Agency (NY)

Leslie Rubin, M.D.
Emory University (GA)

Ardis Sandstrom
Brain Injury Association of
Minnesota

Michael Sarafolean
The Orion Corporation (MN)

Julie Silver
Human Services Research
Institute (MA)

Lori Simon-Rusinowitz, Ph.D.
University of Maryland, MD

John Smith, M.S.W.
University of Minnesota

Michael Smull
Support Development
Associates (MD)

Andreen Soley
J.F. Kennedy Jr. Institute
for Worker Ed. (NY)

Claus Sproll
Beaver Run — A Camphill
Community (PA)

George Suess
Delaware County Arc (NY)

Clarence Sundram, J.D.
Special Master, U.S. District
Court (NY)

Sue Swenson
Joseph P. Kennedy Jr.
Foundation (DC)

Paul Tabor
Department of Mental
Health (ME)

Steve Taylor, Ph.D.
Syracuse University (NY)

Ann Turnbull, Ed.D.
University of Kansas

Rud Turnbull, J.D.
University of Kansas

Jane Lawerence Wells

Community Involvement
Programs (MN)

Sarah Wiggins-Mitchell, J.D.
New Jersey Protection &
Advocacy, Inc.

PROJECT STAFF

UNIVERSITY OF MINNESOTA

Kristen Dean
Ali Glynn
Amy Hewitt
Charlie Lakin
Traci LaLiberte
Marijo McBride
Nancy McCulloh
Susan O'Nell
Holly Peterson
John Sauer
Jerry Smith
Michelle Trotter

MC STRATEGIES

Maribel Brogen
Tom Carpenter
Kevin Finnegan
Don Galimore
Jim Hicks
Booker Kidd
Tom Minter
Michele Redwine
Jeremy Warren

SERTOMA CENTER/MYLIFE FOUNDATION

Margaret Gartlgruber
Donna Kosak
Becky Massey
Bill Tapp

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